DOCUMENT RESUME

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ABSTRACT

The purpose of this psychological training program was twofold--training and service on the assumption that closely and expertly supervised service with accessible and available qualified consultants is the most realistic and thorough research training method known. Interns were recruited, trained, and supported financially and professionally to obtain certification as school psychologists and school psychological services workers. The material contained in the document includes 1) a listing of the psychological services interns; 2) budgets for 1970-71; 3) forms for evaluation of the program, which were distributed to superintendents, psychological services contracts, school principals, and teachers; 4) a report on the status of the program and its eligibility under Title V, (EPDA) Part B, Subpart 2; 5) table of testing activity, system by system; 6) cooperative arrangements for University of Tennessee classes; 7) summary of psychological services meetings; and 8) supervision consultants schedule. (MBM)

ED 059975

SUMMARY AND EVALUATION OF

EPDA-B2

PROJECT 70.02

PSYCHOLOGICAL PERSONNEL TRAINING PROGRAM

at the

Tennessee Appalachia Educational Cooperative

July 1, 1970 through August 31, 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared By: William W. Holt

SP 005 580

Program Name: EPDA-B2 70.02
Psychological Personnel Training Program

Dates of Operation: July 1, 1970 through August 31, 1971

Description: This description includes the operation of the Psychological Program of which 70.02 was only a part. The purpose of this Psychological Program is twofold: training and service. These activities were melded under the legitmate assumption that closely and expertly supervised service with accessable and available qualified consultants is the most realistic and thoroughly research training method known. Interns were recruited, trained, supported financially and professionally, and moved toward alleviating a clearly defined critical teacher shortage, namely, School Psychologist and School Psychological Services Worker certification. See the consultant schedule for supervision outline.

Personnel: 70.02 has: a one-half time director, a fulltime aide, a half-time secretary. Eight (8) psychological interns and twenty (20) consultants. The consultants are all on a part-time basis.

Facilities: The Psychological Program used one fourth of the floor space of the Tennessee Appalachia Educational Cooperative.

Participants: Participants in the Psychological Program including 70.02 were: one (1) Ph.D as an intern, three (3) Ph.D. candidates as interns and four (4) M.A. candidates as Interns.

Sources of Revenue:

A revenue budget for both cash and in-kind contributions is included, however, EPDA-B2, the Oak Ridge Mental Health Center, the University of Tennessee, the Tennessee Department of Education, and the seven local systems (see listing) made significant contribution to this programs operation. The local systems included: Anderson County, Roane County, Morgan County, Oak Ridge, Harriman, Rockwood and Clinton Cities.

Expenditures:

An expenditure budget is enclosed, however, broken down the budgets reflect a total of: $38,600.00 for personnel costs; $2,000.00 in capitol outlay as equipment rental, $8,605.00 in current expenses. This totals the cash distribution. There was $25,000.00 in-kind contribution.

Total Cost for Participant:

As a significant proportion of the cost of this program was recovered by the systems in services rendered by the interns, (See testing enclosures), only the actual training cost is considered in this calculation. That equals $8,530.00 divided by eight or approximately $1,050.00 per participant.

Evaluation:

An evaluation form for the program by the local systems is enclosed. Each group that participated in this program evaluated each other group with which it had significant interaction. Further, the interns were evaluated individually by the Program Director. These evaluations are considered personal and consequently will not be disseminated. This program has brought psychological services of eight

additional qualified persons into an area where there is little likelihood these services would have been available had this program not existed. This psychological program in a testing subprogram evaluated approximately 600 students on an individual basis. Approximately 1200 other students were evaluated in the group setting. (See the enclosed evaluations of the Program written by interns.)

Future Status:

Two proposals seeking continuation of this program have been prepared. One proposal requests State Department of Education participation by paying interns salaries. The second proposal requests EPDA-B2 participation in bearing the training costs. The local systems have pledged to increase their support by 52% to this program in 1971 and 1972. The future of this program is questionable at this time due to the serious financial squeeze on the state government. If resources to pay interns' salaries can be found, the program would continue. $40,000.00 is required to pay the stipend of four (12 month) Ph.D. interns and eight (6 month) M.A. interns.

Activities Other Than Intern Training:

University Course Offerings:

Ten courses for University of Tennessee undergraduate and/or graduate credit were offered during the school year under the auspices of the program.

Further Evaluation and Communication Activities:

A series of meetings and planning sessions were held to facilitate the identification of problems and implementation of solutions. (See the enclosed Psychological Services Meeting Appendix for details.)

TAEC PSYCHOLOGICAL SERVICES INTERNS

Ph.D. Level:	System
George C. Andros 2705 Riverside Drive Knoxville, Tennessee	Anderson County
Mary H. Carroll 750 Merchants Road Knoxville, Tennessee	Clinton City Oak Ridge
Gary L. Scott 3936 Belle Meade Avenue Knoxville, Tennessee	Morgan County Harriman City
Janet G. Wallace 105 Monticello Road Oak Ridge, Tennessee	Roane County Rockwood City

Masters Level	
Diane Armbruster 4000 Candora Road Knoxville, Tennessee	Morgan County Harriman City
John F. Coleman 2301 North Park Blvd. Knoxville, Tennessee	Anderson County Clinton
Elizabeth Ann Sanders 316 15th Street, Apt. 2 Knoxville, Tennessee	Oak Ridge Clinton
Joyce White 100 Arizona Road Oak Ridge, Tennessee	Roane County Rockwood City

BUDGETS

PSYCHOLOGICAL SERVICES CENTER 1970-71

REVENUE BUDGET

Other State Revenue (To be earned by testing activities)	$12,000.00	
		12,000.00
Other Federal Funds Received Through State (EPDA-B2)	8,530.00	
		8,530.00
Amounts received from other school systems in Tennessee		
Miscellaneous		
Margan (For Cooperative, through state)	5,000.00	
Morgan County (For Morgan County)	1,000.00	
Anderson	3,000.00	
Oak Ridge	3,000.00	
Clinton	1,000.00	
Rockwood	1,000.00	
Harriman	1,000.00	
Roane County	2,500.00	
Total		17,500.00
State Department of Education - Allowance for teaching positions to: Anderson County, Morgan County, Roane County		17,175.00
Total Cash		$55,205.00
In-Kind Contributions:		
Oak Ridge Mental Health Center	2,000.00	
University of Tennessee	2,000.00	
Local Systems	21,000.00	
Total In-Kind		25,000.00
GRAND TOTAL		80,205.00

PSYCHOLOGICAL SERVICES CENTER 1970-71

EXPENDITURE BUDGET

ADMINISTRATION - 2100

Secretary in Administration	$ 3,700.00	
Other Salaries for Administration (Director)	7,000.00	
Travel - Administration Personnel (Director)	500.00	
Office Supplies and Stationery	1,000.00	
Total Administration		$ 12,000.00

INSTRUCTION - 2200

Consultants (Part-time Instructors)	3,000.00	
Psychological Personnel (Interns) (Ph.D Level)	22,900.00	
Psychological Personnel (Interns) (Masters Level)	4,200.00	
Other Salaried - Psychological Services Aide	5,000.00	
Travel expense for other instructional personnel		
Part-time Instructors ($600.00)		
Interns ($1,930.00)		
Aide ($1,000.00)	3,500.00	
Other Contracted Services	212.00	
Teaching Supplies	2,000.00	
Total Instruction		40,812.00

FIXED CHARGES - 2800

Contributions to Social Security System	1,930.00 *	
Contributions to Social Security Handling Charge	3.00	
Contributions to State Retirement	260.00	
Workmen's Compensation	0.00	
Total Fixed Charges		2,193.00

GRAND TOTAL $55,205.00

*Picked up by the State for three Ph.D Interns.

PSYCHOLOGICAL SERVICES INTERNSHIP TRAINING PROPOSAL

EXPENDITURE BUDGET

EPDA-B2

Description	Amount		
Salaries			
Coordinator 1/2 time	$ 1,000.00		
Secretarial & Clerical (part-time)	1,000.00		
Part-time Instructors	1,500.00		
Sub-total for Salaries		$ 3,500.00	
Contracted Services			
Travel for Coordinator	100.00		
Travel for Participants	930.00		
Travel for Part-time Instructors	300.00		
Stipend Support ($75.00 per week x 4 x 7 weeks)	2,100.00		
Sub-total for Contracted Services		$ 3,430.00	
Supplies			
Office Supplies	400.00		
Curriculum materials, tests	1,000.00		
Sub-total for Supplies		$1,400.00	
Fixed Charges	$ 200.00		
Sub-total for Fixed Charges		$ 200.00	
GRAND TOTAL			$8,530.00

EVALUATION FORM

Distrubuted To:

7 Superintendents

6 Psychological Services Contacts

72 School Principals

50 Teachers

ON GOING EVALUATION OF THE
COOPERATIVE PSYCHOLOGICAL INTERNSHIP PROGRAM

NAME_____

DATE_____

SYSTEM_____

POSITION_____

Scoring system explanation
0 = No Information
1 = complete satisfaction
2 = moderate satisfaction
3 = neither satisfaction nor dissatisfaction
4 = moderate dissatisfaction
5 = complete dissatisfaction

Using the scoring system, please rate the items according to your level of satisfaction.

_____ 1. The Psychological Program has fulfilled the dual objectives of training and service.

_____ 2. The Interns have demonstrated professional competence.

_____ 3. The Psychological Program has dealt with the appropriate areas of concern.

_____ 4. The Psychological Program personnel have been accessable.

_____ 5. The Psychological Program has related to me.

_____ 6. The Psychological Interns have been cooperative.

_____ 7. The Director of the Psychological Internship Program has been accessable.

_____ 8. The Director of the Psychological Internship Program has been cooperative.

_____ 9. The Director of the Psychological Internship Program has been innovative.

_____10. The Psychological Program has contributed to laying the foundation for meeting the psychological needs of the students in my system.

_____11. I have been able to interpret the psychological reports.

_____12. The recommendations of the Interns have been reasonable and knowledgeable.

_____13. The Psychological Interns have attempted to bring materials and plans to bear on my special problems.

_____14. The Psychological Program has entered into a program of appraisal and referral in my system.

_____15. The Psychological Program has entered into a program of group testing in my system.

_____16. The Psychological Program has entered into a program of staff consultation in my system.

_____17. The Psychological Program has entered into a program of parent consultation in my system.

_____18. In-Service Training is done by the Psychological Program in my system.

_____19. Research is being done by the Psychological Interns appropriate to my system.

_____20. The Interns have participated in the special education program in my system.

_____21. The Interns have been involved in counseling in psychotherapy in my system.

_____22. The Psychological Program has brought out courses for University credit, to my system.

_____23. The Interns are effective in dealing with the persons in my system.

_____24. The Interns are perceptive to general education problems.

_____25. The Interns are perceptive to education problems specific to my system.

I would make the following suggestions for the improvement of the School Psychological Internship Program.

1.

2.

3.

4.

5.

STATUS OF THE 70.02 PSYCHOLOGICAL EPDA PROGRAM

The EPDA-B2 70.02 (Psychological EPDA) Program of the Tennessee Appalachia Educational Cooperative, has moved according to the prescribed plan in accomplishing, or is moving in a systematic fashion toward the accomplishment of the following objectives.

Objective 1: The establishment of a State approved Internship Center.

Accomplishment: The only remaining barrier to the final approval of the Internship Center is the State Board of Education acting formally in regular session (on the matter of certification). There has been complete satisfaction of the State Internship Center requirements as outlined in the minutes of the State Board of Education meeting, May 21, 1965. The State Board of Education is scheduled to act on this approval in June, 1971.

Objective 2: The Identification of participants.

Accomplishment: The recruitment of four qualified, compatible Ph.D. candidates who are seeking certification as school psychologists in the State of Tennessee.

The recruitment of four qualified and compatible M.A. candidates who are seeking certification as school psychological services workers. The program and trainees are established as legitmate EPDA-B2 activities. See "consistency" enclosure.

Objective 3: Intensive pre-service activity.

Accomplishment: The following activities have been undertaken in order to carry out the prescribed intensive pre-service activity program.

1. The acquaintance by travel and/or by conferences with local educational personnel and facilities.
2. Visiting schools both in and out of sessions that are in the Cooperative area.
3. Meeting personnel especially Superintendents in closed meeting.
4. Meeting in-service directors and supervisors as often as possible.
5. Visiting and establishing lines of communication with social service agencies.

6. Establishing liasion and communications with existing health and psychological services of the Cooperative area.

7. The identification of research problems by intensive discussion and pre-evaluation of specific local problems.

8. Meeting an extensive and intensive supervision-consultant schedule coordinated with the Teacher Training EPDA-B2 Program of the TAEC (70.01).

Objective 4: Continuing In-service activities.

Accomplishment: The Tennessee Appalachia Educational Cooperative has a comprehensive supervision and consultant schedule. The EPDA participants have been the recipients of and the participants in an extensive and intensive supervision program. See attached schedule of supervision for a time-table of these activities.

Objective 5: The Continuation of Internship Center Activities.

Accomplishment: The Tennessee Appalachia Educational Cooperative has a proposal completed for the participation of the EPDA-B2 Program for the 1971-72 school year. The TAEC has a separate proposal completed for the participation of the State Department of Education in the 1971-72 Program. The second proposal hopefully will be of the same fashion of participation as the 1970-71 program.

The local systems have already agreed to participate in the proposed 1971-72 program. They have already formally agreed to fund the 1971-72 Program at a 52% increase over the 1970-71 program.

Objective 6: Evaluation.

Accomplishment: The Interns have met regularly with teachers, superintendents and supervisors for feedback and evaluation sessions. Enclosed is a summation of the meetings held about psychological services in the Cooperative area. A draft of a quantitative evaluation questionnaire is enclosed.

CONSISTENCY OF THE EPDA-B2 - 70.02 (Psychology-EPDA) PROGRAM WITH THE GUIDELINES OF THE HIGHER EDUCATION ACT OF 1965, TITLE V (EPDA) PART B, SUBPART 2

There seems to be two general kinds of eligibility to which we should address ourselves. These are: (1) Project Eligibility and (2) Participant Eligibility. Our contention of eligibility for this program is based on the following strategy:

1. Convergence of our program's intent with the statement of purpose for the enabling legislation.
2. Specific adherence to the detailed criteria for both project and personnel eligibility.

With this strategy in mind, we might consider the use of the following points. We consider the psychology training program of the TAEC to be consistent with the guidelines in the following fashion and on the specific points as enumerated.

General Problem Eligibility Criteria

Purpose: (1) Attract persons in the community who have not been engaged in teaching and, through short-term intensive training programs and subsequent in-service training, provide them with the qualifications necessary for a successful career in teaching.

The Psychological training project participants are recruited to acquire the pre-service and in-service training that will provide them with qualifications for a successful teaching career. The activities which accomplish this change of state are:

(a) The supervision of knowledgeable experts from the field of education, and the association with school personnel now employed in teaching, administration, and educational services.

(b) Teaching university courses for credit to the teachers of the area and concerned community members.

(c) Training by practical experience. See activities of Interns in proposal for complete enumeration of experience.

(d) Obtain the services of teacher aides and provide them with the necessary training with a view of increasing the effectiveness of classroom teachers.

The focus of the program has been and will continue to be the improvement of the lot of students by improving the competency and interpersonal perception and relations skills of the individuals with whom the student deals in educational

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system. Please note, while it is perhaps a trifling point, that "teacher aides" is not capitalized, indicating it is not a specific position, but a generic term for goods, services, persons, etc., that will "aide" the teacher.

Specific Project Eligibility Criteria

The criteria for approving local projects specify:

A. Replacement of non-degree teachers: Prior to this program, the follow-up services, such as they were, were provided in five of the seven systems by non-psychology certified, but concerned teachers.

B. Replacement of teachers expected to terminate or interrupt their careers: The systems are top heavy with teachers who are near retirement.

C. New positions created to extend comprehensive and educational programs and services: These intern positions are entirely new positions which were filled with no diminuition of previously committed and expended funds or committed personnel.

D. Geographic remoteness: The Appalachia Regional Commission had identified the geographic isolation and poor roads as a prime inhibition of progress and communication in the Cooperative area.

E. Insufficient number of trained personnel in subject matter and specialist area, such as art, music, physical education, science, basic skill, counseling, remedial reading, physically-mentally handicapped, and school psychology: Five of the seven Cooperative systems had no psychological services of a follow-up nature prior to the establishment of the EPDA Training Program.

Relevance of Proposed Training Program

A. Provisions for specific experiences for a selected group of participants: The Intern's activities are very clearly and explicitly delineated. The criteria for selection is a part of the EPDA-B2 proposal.

B. Provision for all components to have direct relationship to the specific outcomes sought from participants: The internship activity is coordinated and integrated so that the entire school program is available to the Interns to make use of and contribute to equally.

C. Provision for compatibility and consistency of components of the program: The psychological services programs for the Cooperative schools make specific allowances for and incorporation of the TAEC program and its internship activities.

D. Provision for practicum for participants: The clearly and closely supervised service as training specifies designated practicum areas. There is a close analogy to the student teaching situation for

(continued)

university and college seniors.

E. Provision for proposed program to be a part of and compatible with the overall local school district plan for in-service education program for all personnel.

F. The in-service activity portion of the TAEC program guarantees and reflects the pervasive nature of the follow-up activities as an extension of the general and specific thrust of the systems' in-service plan.

General Personnel Eligibility Criteria

Equitable participation: This agency agrees that no person will be denied admission of training programs carried on under this plan because he is preparing to teach or serve as a teacher aide in a private school.

There is no stipulation requiring the disclosure of an individual's intent regarding his functioning in either the private school or public school situation.

Project applications may be submitted to the State Commissioner of Education for approval that provide for a program to attract or recruit and to qualify persons for teaching to meet critical teacher shortages.

In Tennessee, the ratio of certified school psychological personnel to persons between the ages of 5 years and 21 years is approximately 150 to 950,000 or roughly 1 per 6,000. This ratio is approximately 10 times the ratio of certified personnel to students recommended by the APA. There is no contention of an adequate supply of certified school psychology personnel made by anyone even remotely knowledgeable about educational systems in Tennessee.

Specific Personnel Eligibility Criteria

A. Persons not presently employed in teaching and who have not been employed as a teacher for at least one semester immediately preceeding the training program.

None of the participants were employed as teachers during 1970.

B. Persons not currently fully certified to fill position for which training is designed.

The basic purpose of Intern participation in this program is to satisfy the legal and experiential requirements for school psychologists or school psychological services workers' certification.

C. Persons who are college seniors or graduate students, other than those who have majored in education and have prepared themselves to be teachers.

(continued)

All Interns are graduate students.

D. Persons who are agreeable to completing subsequent in-service training provided through the project application at the initial employment following the intensive short-term institute.

The appointment as an Intern requires the completion of the supervision periods while in the Internship Program.

We can find no counts of incompatibility with the guidelines and the program and personnel aspects of the TAEC EPDA-B2 - 70.02 Program.

TABLE OF TESTING ACTIVITY

SYSTEM BY SYSTEM

Number of School Age Children Given Individual Psychological Examinations in the Cooperative Area

	1968-1969	1969-1970	Projected for 1970-71 as of July, 1970	Actually Done 1970-71	Done by Cooperative 1970-71	Number of Individuals Evaluated by TALC in a Group Setting in 1970-71
Clinton City	50	50	50	67	67	30
Oak Ridge	100	110	110	215	104 (52 students given pre & post tests)	0
Anderson County	200	200	250	291	230	40
Harriman City	60	70	60	56	56	0
Rockwood City	60	60	60	28	28	400
Roane County	100	120	150	131	131	300
Morgan County	50	60	60	65	65	150
D.A.R.C.	76	81	100	50	0	0
O.R.M.H.C.	160	180	220	220	0	0
Harriman Pre-Vocational and Evaluation Center	0	65	220	100	0	0
TOTAL	860	1,000	1,300	1,210	680	920

COOPERATIVE ARRANGEMENTS FOR UNIVERSITY OF TENNESSEE CLASSES

Tennessee Appalachia Educational Cooperative Class Arrangements

for University Credit

The need for more readily available and accessable formal course offerings for University credit in certain areas of particular interest to teachers was recognized early in the development of the Psychological Service Center of the Cooperative. If the recommendations of the School Psychological Interns were to have effect, the teachers and administrators of the Cooperative Schools must have access to formal training that would prepare them to understand and implement these recommendations.

A joint effort by the University of Tennessee and the Tennessee Appalachia Educational Cooperative compiled an indepth sample of interests and needs for teacher training as seen by both teachers and administrators. (See in-service training needs as perceived by consultants.) This paper is attached.

The teacher population of the Cooperative, approximately 1300 teachers, was sampled at the common in-service training day of August 26, 1970. The following indicates the areas of interest that were suggested as being relevant to the teacher in the classroom as well as the number of teachers responding affirmatively that they intended to take these particular courses if they were offered in the Cooperative area.

Subject	Number Interested
1. Child Study - A General Look at Classroom Problems And an In-depth Study of Children	92
2. Group Dynamics - Group Interaction and Working With Groups	90
3. New Techniques in Classroom Education	171

4. Vocational Maturity In It's Facilitation Through Academic Curriculum 36

5. Behavior Modification - It's Principals and Application in a Classroom Setting 84

6. New Approaches To Dealing With Behavior Problems in a Classroom 123

7. Disadvantaged Youth - Influence of the Environment on Educational Interests and Ability 101

8. Community Psychology - The School And It's Relation To The Needs And Values of the Community 49

After August 26, other areas of wide spread interest made themselves known. Among these areas were Special Education courses of two kinds, Special Education both for dealing with a specific disability and secondly, methods of implementing the pervasive view of individuality which permeates Special Education. Another area of interest discovered was that of Educational Administration and Supervision. These Educational Administration and Supervision courses would be logically intended for administrators presently in the schools and potential administrators who may or may not be presently teaching.

Taking these stated intentions seriously, we set about arranging courses for an immediate program and planning for a long range program. We were successful in offering on an emergency arrangement, Special Education 3520 - The Speech Handicapped Child in the Classroom at Oak Ridge for the fall quarter of 1970. Again, proceeding on an emergency basis we were successful in offering Education Psychology 4570 -- Guidance and Student Personnel Services at Wartburg, Educational Psychology 4760 -- Advanced Child Study at Clinton, two sections of Educational Psychology 4800 -- The Culturally Deprived Child at Kingston. We were successful because of the outstanding cooperation

of the Departments of the University of Tennessee and it's Division of Extension to offer these previously named courses during the winter quarter of 1971.

In the spring quarter of 1971, we anticipated offering Education 4630 -- New Techniques In Classroom Education at Oak Ridge. We were not able to offer this course as only five persons registered. We sent a special announcement for this course to all seventy-three Cooperative schools two weeks prior to registration. Educational Psychology 4760 -- Advanced Child Study was offered at Clinton. We were not successful in offering Psychology 3210 -- Learning and It's Application To The Classroom at Wartburg either winter or spring of 1971 because of the lack of teacher response. Following is a table which indicates courses proposed, courses actually offered and their individual handling.

Fall, 1970			
Special Education 3520	Oak Ridge	Emergency arrangement	15 Registrants
Winter, 1971			
Psychology 3120	Wartburg	Cancelled	5 Registrants
Ed Psychology 4570	Wartburg	Emergency arrangement	12 Registrants
Ed Psychology 4760	Clinton	Planned	15 Registrants
Ed Psychology 4800	Kingston	Planned	40 Registrants (two sections
Spring, 1971			
Psychology 3120	Wartburg	Cancelled	5 Registrants
Psychology 4890	Clinton	Cancelled	4 Registrants
Ed Psychology 4760	Clinton	Emergency arrangement	13 Registrants

Psychology 3120	Kingston	Planned	16 Registrants
Psychology 3120	Kingston	Second Section First cancelled	Insufficient
Education 4630	Oak Ridge	Cancelled	5 Registrants
Special Education 4360	Oak Ridge	Planned	37 Registrants
Special Education 4820	Oak Ridge	Emergency Arrangement	8 Registrants
E A & S 5130	Oak Ridge	Planned	8 Registrants

There is a great deal of difference in the courses intended to be offered and the final schedule actually offered. Realizing we cannot proceed in this fashion we have once again called for and demanded a more definite commitment on the part of the individual teacher for his course attendance. (See enclosed letter of March 19, 1971.)

The follow-up and planning referred to in this March 19 letter is enclosed. (See questionnaire of April 7.) Two copies of this flyer was sent to all Cooperative Schools. We are bound to the results of the April 7th survey. If, indeed, there is not a sufficient number of requests and commitments for specific courses we cannot request the University's forbearance any longer. The Cooperative does not plan any University of Tennessee summer course offerings as there has not been significant indication of interest on the part of the teachers in the Cooperative. (See enclosed year plan sent to all Cooperative Schools in December of 1970.)

Wilbon W. Hall

SUMMARY OF PSYCHOLOGICAL SERVICES MEETINGS

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TENNESSEE APPALACHIA EDUCATIONAL COOPERATIVE
104 Kentucky Avenue
Oak Ridge, Tennessee 37830

April 30, 1971

MEMORANDUM

TO: School Psychology Contacts & Cooperative Superintendents

FROM: W. W. Holt, Psychological Services Director

SUBJECT: Summary of Psychological Services Meetings

This memorandum will summarize the subjects and results of the discussions of the series of Psychological Services Meetings held during 1970-71. These meetings are necessary for the guidance of the Psychological Services Program. The first meeting was July 21, 1970, at 2:00 p.m. at the TAEC, Oak Ridge, Tennessee.

A letter of announcement with a general plan of the meeting was mailed on July 14, 1970, to the following persons: Mr. Steve Brody, Dr. John Byrne, Dr. Lawrence DeRidder, Mr. John Armes, Dr. Paul Zarbock, Mrs. Sarah Ketron, Dr. Al Nipper, Mr. Jody Morrow, Mr. Paul Bostic, Dr. Homer Mincy, Mr. George Ballard, Dr. Ross Wilson, Dr. Edward E. Williams, Mr. Roy Johnson, Dr. Al Wiberley, Dr. Alex Shipley, Dr. Willis Nowell, and Cooperative personnel

TOPICS DISCUSSED:

1. Plans for summer of 1971
2. Scheduling by areas for the Interns
3. Supervision of the Interns
4. Follow-up by the Interns of examjnations done by Interns
5. Intern's statements of interest, training, and experience
6. Testing plans and anticipated difficulties
7. Superintendents' appointments
8. Clear lines of communication to and from the systems
9. The necessity of an implementation plan
10. Seeking state approval

RESULTS:

1. Began to formulate activities by systems and by the Cooperative for the summer of 1971; these include testing, Headstart, and summer school activities.
2. The area for Intern responsibility was agreed upon by the Psychological contacts.
3. Supervisory schedule and cost breakdown begun to be formulated by the contacts and the Center Director.
4. Activities other than testing discussed; these are clearly to include follow-ups by the Intern.

(see over)

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5. All Interns expounded upon their training, experiences, desires, expectations of an Internship experience.
6. Testing phases discussed but apparently not clearly enough to be understood by everyone. Emphasis was reiterated but was decided to be held for a second topic of discussion at the next meeting.
7. A schedule of Superintendents' appointments was begun to be formulated.
8. All agreed that communications for the Psych services must be through the designated Psychological Program contact for each system. We cannot work with the Principals individually.
9. Ideas and suggestions for an implementation plan requested and an implementation plan formulation began.
10. An acceptable proposal for state approval was presented.

MEETING: August 11, 1970, TAEC

A letter of announcement with a general plan of the meeting was mailed on August 3, 1970, to all the Cooperative Superintendents, all Psychological contacts, Mr. Roy Johnson, Mrs. Delores Price, and all school Psychology Interns and Cooperative personnel.

DISCUSSED AT THIS AUGUST MEETING:

1. Relationship of the Department of Special Education and the Internship Program
2. State Department approval of the individual Interns
3. Approval of the Internship Center by the State Department of Education
4. Advisory Committee
5. Approval of implementation plan
6. Funding of program
7. Discussion of Interns' reports and their dissemination
8. The testing in phases and an explanation of the phases and their emphasis
9. Interns' evaluations acceptability for Special Education placement
10. Vocational rehabilitation acceptability of Interns' evaluation

RESULTS:

1. A general agreement and compatibility with special education by the Psychological Services Program and additionally, the desirability of a close relationship with Mrs. Delores Price
2. The State Department of Education does approve the Interns, as shown by a letter from Dr. Willis Nowell.
3. Commissioner Warf has been approached about the approval of the program; we have letters indicating he will submit this program to the State Board of Education for its approval at the earliest convenience.

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4. The advisibility of an advisory committee and its individuals was discussed.
5. The implementation plan was approved, but there is some question about the clarity of the phases of the implementation plan.
6. The importance of the local contribution was discussed. All the local systems have been asked by this time to forward their agreed upon contribution.
7. The dissemination and the number of copies of the Interns' reports discussed and agreed upon at that time.
8. Further discussion of the testing emphasis early in the year to be on Special Education placement and an apparently unclear explanation of the forms and their uses.
9. The Interns' evaluations are acceptable to Mrs. Delores Price if the individuals who performed the evaluations are acceptable to the Director of State Psychological Services, Dr. Willis Nowell.
10. Little clarity on the demands of the vocational rehabilitation people for acceptability of Interns' reports. As of April 15, there is still little clarity on who Voc-Rehab will accept and will not.*

MEETING: January 28, 1971, TAEC

Letters of announce of the meeting and the general plan of the meeting were mailed on January 19, to the Superintendents, the Psychological Contacts, the Cooperative staff, Dr. W Nowell, Mrs. Delores Price and Mr. Roy Johnson.

DISCUSSED:
1. Summer activities
2. Current status
3. Improvements and the implementation of the improvements
4. Supervision
5. Systems' inclinations toward next year's program

RESULTS:
1. The systems and the Cooperative are progressing with plans for summer activities to include the East Tennessee Speech and Hearing Center, DARC, EPDA-B2 teaching activities, summer school activities in the systems and Headstart activities in the systems.

2. The lack of clarity, the slowness and the confusion on most everyone's part about the testing and its intents, were discussed. A new distributi

*As of April 21, 1971, the Vocational Rehabilitation Department will accept a clinical psychologist's report or a licensed state examiner's report. We have on our staff, Dr. Janet Wallac a licensed psychologist who is licensed to practice in the area of clinical psychology. Her approval is sufficient for Vocational Rehabilitation placement.

(see over)

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of Interns' reports was agreed upon. There is little clarity concerning the testing. There seems to be something approaching a basic difference in some of the systems' views of testing and the apparent, but not real, incompatibility with the testing in an Internship activity.

3. Heavy emphasis on the demand for more "on the spot" supervision. The strong recommendation that a full time Intern Supervisor, with no managerial responsibilities except professional supervision of the Interns, be included in next year's project. The absence of this full time Intern Supervisor has been cited as the weakest part of the Internship program at the Cooperative this year.

4. General agreement to pursue funding and participation for next year's program. Two proposals, one for EPDA-B2 support, the other for allowances for teaching positions by the State Department of Education, have been authorized, written and submitted since this January 28 meeting.

MEETING: April 20, 1971, Roane County Board of Education, Kingston, for Roane County - Harriman - Rockwood systems only

The letters of announcement for the meeting of April 20, were sent out April 12, to the following individuals: Superintendents for the Roane County-Harriman & Rockwood City Systems, Mr. Tom Pemberton, Mrs. Delores Price, Mr. Roy Johnson, Mr. Roy Bowen, Mr. Fred Oran, all Psychological Interns, all Cooperative personnel, and all psychological contact individuals for the Roane County, Rockwood, Harriman systems.

DISCUSSED:

1. Vocational Rehabilitation acceptability of Interns' evaluations

2. The testing and the emphasis on testing to be directed toward learning disabilities class.

3. Other topics of interest concerning Roane County especially

RESULTS:

1. Vocational Rehabilitation does accept a licensed psychologist who is certified to practice in the area of clinical psychology to recommend students for vocational rehabilitation placement. We have that individual on our staff.

2. The testing and the emphasis on testing were thoroughly discussed with some resolutions being made. The forms are recommended to be completed in full before they are sent to the Cooperative. The Interns are encouraged to test more individual students, a few at a time rather than accumulate a large block in a particular school or area to test. The write-ups should come back to the Cooperative and thence, to the local systems much quicker.

(continued)

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Summary of Psychological Services Meetings (continued)

MEETING: May 12, 1971

Letter of announcement of the meeting was sent out April 26, to the psychological contacts, superintendents, Cooperative staff, Dr. Willis Nowell, Mr. Roy Johnson, Mrs. Delores Price, Mr. Tom Pemberton, and Dr. Albert Wiberley.

TOPICS DISCUSSED:

1. General problems
2. Suggestions for change
3. Supervision
4. Summer activities
5. The new interns for next year.

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SUPERVISION CONSULTANT SCHEDULE

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APPENDIX D

Tennessee Appalachia School Psychological Internship Supervision - Consultant Schedule

Oak Ridge Mental Health Center

Monday's - 9:30 - 11:30 - Sessions with Staff Members

Scheduled Afternoons - Pairing for the purpose of assisting a group process leader in a weekly session of group therapy.

Listing of Staff and Group Leaders follows

University of Tennessee Psychology Department

Alternate Monday's - 2:00 - 5:00 - Dr. Wiberley

Dr. Wiberley's Schedule Follows

Tennessee Appalachia Educational Cooperative

Three (3) full-time resource persons available
Staff Meeting - 11:30 - 1:00 Monday

Local Systems

Appointment basis for interns to meet with appropriate Central Office personnel in all participating systems.

Special Area Consultants

Alternating Mondays with University of Tennessee Psychology Department 2:00 - 5:00

Consultant Schedule follows

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Supervisory Schedule

Tennessee Appalachia Educational Cooperative
School Psychology Interns

September 23, 1970	Kormann
September 30, 1970	Byrne
October 7, 1970	Byrne
October 14, 1970	Kormann
November 3, 1970	Byrne
November 9, 1970	Byrne
November 16, 1970	Byrne
November 23, 1970	Byrne
December 2, 1970	Byrne
December 7, 1970	Friedman
December 14, 1970	Friedman
January 4, 1971	Friedman
January 18, 1971	Byrne
January 25, 1971	Byrne
February 1, 1971	Byrne
February 8, 1971	Freeman
February 15, 1971	Freeman
February 22, 1971	Kormann
March 1, 1971	Kormann
March 8, 1971	Maye
March 15, 1971	Maye
March 22, 1971	Woods
March 29, 1971	Woods
April 5, 1971	Pieper
April 12, 1971	Pieper
April 19, 1971	Pieper
April 26, 1971	Pieper
May 3, 1971	Pieper
May 10, 1971	Pieper
May 17, 1971	Pieper
May 24, 1971	Pieper
May 31, 1971	Pieper
June 7, 1971	Wyrick
June 14, 1971	Wyrick
June 21, 1971	Byrne
June 28, 1971	Byrne
July 5, 1971	Byrne
July 12, 1971	Byrne
July 19, 1971	Byrne
July 26, 1971	Byrne

Kormann - Brain Function and Diagnosis
Byrne - Clinical Interpretation of Tests, Local Mental Health Services, School & Community Psychology Relationships, Case Supervision.
Freeman - Community Psychology
Friedman - Community Services
Maye - Family Counseling
Woods - Problems and Therapy with Children
Wyrick - Group Therapy
Pieper - E.E.G., Clinical Diagnosis and Remediation

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GROUP THERAPY PROGRAM
OUTPATIENT SERVICES

Group	Therapist	Type	Day	Time
A	Friedman/Atyas	Teenage	Monday	3:30-5:00 p.m.
(A)	Ulmer	Teenage	Tuesday	3:00-4:30 p.m.
B	Wyrick	Couples	Tuesday	4:30-6:00 p.m.
C	Wyrick/Northcutt	Adult	Wednesday	10:30-12:00 N
D	Northcutt	Couples	Thursday	4:30-6:00 p.m.
E	Wyrick	Adult	Thursday	6:30-8:00 p.m.
F	Pieper/Ulmer	Marital	Thursday	6:30-8:00 p.m.
G	Northcutt	Adult	Friday	5:30-7:00 p.m.
H	Wyrick/Weaver	Parents	Friday	4:00-5:30 p.m.

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SCHOOL PSYCHOLOGY - OAK RIDGE INTERNSHIP PROGRAM

Supervision - Consultant Schedule

Al Wiberley

NOVEMBER 2, 16, 30, 1970

DECEMBER 14, 1970

JANUARY 11, 25, 1971

FEBRUARY 8, 22, 1971

MARCH 8, 22, 1971

APRIL 5, 19, 1971

MAY 3, 17, 1971

JUNE 7, 1971

CONSULTANTS TO THE PSYCHOLOGY PROGRAM

Date	Name	Subject	Department	Phon
October 26, 1970	Dr. Lawrence DeRidder	Curriculum	Head, Department of Educational Psychology, U. T.	5131
November 9, 1970	Dr. Sharon Lord	Reading	Assistant Professor, Educational Psychology & Guidance	5448
November 23, 1970	Dr. Sharon Lord	Reading	See Above	5448
December 7, 1970	Dr. J. Estill Alexander	Reading	Assistant Professor, Curriculum and Instruction	2431
February 1, 1971	Dr. Harold Peterson	Speech & Hearing	Assistant Professor, Dept. Audiology & Speech Pathology	545
ebruary 8, 1971	Dr. John Ray	Statistical Design	Associate Professor, Curriculum & Instruction	3165
February 15, 1971	Dr. Carl W. Asp	Speech & Hearing	Dept. of Audiology & Speech Pathology, Assoc. Prof.	5489
ebruary 17, 1971	Dr. William Calhoun	Statistical Design	Associate Professor of Psychology	2531
larch 1, 1971	Mrs. Ann Strain	Special Education	Instructor McCallie School, 806 Gratz St., Knoxville	523-7
larch 8, 1971	Dr. F. M. Trusty	Sensitivity	Prof., Dept. of Ed. Administration & Supervision	2214
larch 15, 1971	Dr. Robert Wahler	Behavior Mod	Prof, Psych Clinic, 1303 Cumberland Ave.	2165
larch 29, 1971	Dr. William H. Cormier	Behavior Mod	Assistant Prof. Ed. Psych	5131
pril 12, 1971	Dr. Eugene E. Doll	Mental Retard-EMR	Assoc. Professor of Special Education	2321
pril 26, 1971	Dr. Lawrence DeRidder	Curriculum	See Above	5131
ay 10, 1071	Dr. William Holbert	Voc. Rehab.	Coordinator, Rehab Counselor Education	2351
ay 24, 1971	Dr. David Gumpper	Community Psych	Assistant Professor of Psychology	
une 14, 1971	Dr. Charles M. Achilles	Proposal Writing	Assist. Prof. & Acting Director Bur. Research & Serv.	2272
une 21, 1971	Dr. Roger Frey	Special Education	Professor of Special Education	2321

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June 28, 1971	Dr. Frederick Venditti	Equal Opportunities	Director, Equal Opportunities Center	2217
June 28, 1971	Dr. Everett Myer	Equal Opportunities	Assoc, Director, Equal Opportunities Center	2217
July 5, 1971	Dr. Harold Luper	Speech & Hearing	Professor & Head, Dept. Audio & Speech Path	5453
July 12, 1971	Dr. Larry Hughes	Administration	Professor, Head, Dept. Administration & Supervision	2214
July 26, 1971	Dr. William VerPlanck	Academic Relations	Professor, and Head, Dept. Of Psychology	2531

(University Telephone Numbers prefixed 974)

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